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INSTRUCTIONS AND SAMPLE FORMS FOR  
ACCREDITED COLLEGES'  
ANNUAL REPORT

to the

Private Colleges Accreditation Board

Alberta PRIVATE COLLEGES ACCREDITATION BOARD





CHANGES MADE TO THE SECOND EDITION OF  
THESE INSTRUCTIONS

NARRATIVE

1. Student Retention

The instructions ask colleges to report -- using whatever material they have -- the "Student Retention in Accredited Programs" of their accredited programs.

2. Order

For the convenience of board members in reviewing colleges' reports, Colleges are asked to deal with the items in the order given.

INSTRUCTIONS AND SAMPLE FORMS FOR  
ACCREDITED COLLEGES'  
ANNUAL REPORT

STATISTICAL

1. Table Numbers

With the addition of a new Table 2 (see below), and the deletion of the old Table 2, old numbers 3 through 13 changed as follows:

to the

Private Colleges Accreditation Board

Second Edition

Table 3

Table 4

Table 5

Table 6

Table 7

Table 8

Table 9

Table 10

Table 11

Table 12

Table 13

Table 14

Table 15

Third Edition

Table 2

Table 3

Table 4

Table 5

Table 6

Table 7

Table 8

Table 9

Table 10

Table 11

Table 12

Table 13

Room 430, 9942 - 108 Street  
Edmonton, Alberta  
Canada  
T5K 2J5

4. Table 1 - Revenue & Expenditures

Colleges are being asked to show any revenue they receive from the Department of Education as a separate item.

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5. Table 2 - Balance Sheet

Colleges are asked to provide a Balance Sheet which shows the college's current position relative to the previous year.

Third Edition June 1990

Second Edition July 1989

First Edition July 1988

6. Table 3 - Library

In the Second Edition, the instructions were being developed by professional library associations. That the PCAAB was waiting for advice from the AACL on the outcome of these discussions, and that the PCAAB would follow the advice developed by librarians. That advice has been received and is incorporated in these instructions.

Also in the Second Edition, it was noted that the FTEs used must agree with those used elsewhere in the report, except that Pre-university FTEs are counted as .5. This point



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For the convenience of Board members in reviewing colleges' reports, Colleges are asked to deal with the items in the order given.

STATISTICAL

3. Table Numbers

With the addition of a new Table 5 (see below), and the deletion of the old Table 13, the old numbers 5 through 15 changed as follows:

<u>Second Edition</u>	<u>Third (Present) Edition</u>
Table 5	Table 6
Table 6	Table 7
Table 7	Table 8
Table 8	Table 9
Table 9	Table 10
Table 10	Table 11
Table 11	Table 12
Table 12	Table 13
Table 13	deleted
Table 14	Table 14
Table 15	Table 15

4. Table 3 - Revenue & Expenditures

Colleges are being asked to show any revenue they receive from the Department of Education as a separate item.

5. Table 5 - Balance Sheet

Colleges are asked to provide a Balance Sheet which shows the college's current position relative to the previous year.

6. Table 6 - Learning Resource Centre

In the Second Edition it was noted that the standards for reporting Micromaterials were being developed by professional library associations, that the PCAB was waiting for advice from the AACL on the outcome of these discussions, and that the PCAB would follow the advice developed by librarians. That advice has been received and is incorporated in these instructions.

Also in the Second Edition, it was noted that the FTEs used must agree with those used elsewhere in the report, except that Pre-university FTEs are counted as .5. This point





needs some clarification: The FTE figure used should be the "Total University-Level Programs" figure reported on Table 1, plus one half of the "Other Programs" figure reported on the same table.

In the Second Edition this table contained an error. Under Expenditures and Ratios the sample asked for "Total library expenditures as a percentage of institution's total operating budget (Table 3, Line 12/Line 23). It should have asked for "Total library expenditures as a percentage of an institution's General Educational Expenditures (Table 3, Line 12/Line 23)"; that correction is incorporated in this edition.

7. Table 10 - Teaching Staff by Number of Courses, Weekly Student Hours, and Weekly Contact Hours

The three items of data given for each member of teaching staff is to be averaged for all full-time staff. This can be done by the Accreditation Board staff.

8. Table 16 - Basic Indicators for Three Years

With experience, the format of this table proposed in the Second Edition (where it was Table 15) had to be changed somewhat. The format of the table included in this set of instructions corresponds with the format used in the annual reports published by the Board for the 1988-1989 year.

needed some clarification. The ETE figure used should be the "Total and multi-level investment" figure reported on Table 1. This was half of the "Other Programs" figure reported on the same table.

In the second edition this table contained an error. Under "Investment and saving" the table asked for "Total library expenditures as a percentage of instruction's total operating budget (Table 1, line 11 plus 12)". It should have asked for "Total library expenditures as a percentage of instruction's total operating budget (Table 1, line 11 plus 12)". That correction is incorporated in this edition.

Table 1 - Instructional Costs by Source of Funds. This table is new and has been added to the second edition. The three items at the top of the table are new. They can be found in the Instructional Costs table.

Table 2 - Instructional Costs by Source of Funds. This table is new and has been added to the second edition. The three items at the top of the table are new. They can be found in the Instructional Costs table.

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To be Prepared by Accreditation Board Staff

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## INTRODUCTION

The Private Colleges Accreditation Board requires each accredited private College to submit an Annual Report consisting of two parts: a brief Narrative and a Statistical Summary. Along with the Annual Report, colleges are to provide **twenty copies of their current Calendar**.

In developing the tables for the Statistical Summary an attempt was made to simplify the work private colleges will have to undertake. The forms were developed to avoid duplicating the requirements placed on colleges by both Alberta Advanced Education (AAE) and Statistics Canada. In the case of the information requested on colleges' finances, the format follows that used by the Canadian Association of University Business Officers (CAUBO); the colleges should already be familiar with the format. All of the forms used were developed in consultation with the private college nominees who sit on the Accreditation Board.

In order to be consistent with the schedules used by the reporting bodies whose forms have been used in developing this report, the entire report is to be submitted to the Accreditation Board by **October 15** each year and is to cover the time periods indicated below, unless noted otherwise:

### Period Covered

Enrolments .....	May 1 - April 30
Graduates .....	September 1 - August 31
Academic Staff .....	May 1 - April 30
Staff .....	May 1 - April 30
Financial Data .....	previous fiscal year
Learning Resource	
Holdings .....	previous fiscal year

Schematically, a report submitted October 15, for the current year would include the periods indicated below:

	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	*
<b>Submission of Report</b>																					
Enrolments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates									-	-	-	-	-	-	-	-	-	-	-	-	-
Academic Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financial Data																					
Learning Resource																					
Holdings																					

\* Months of the year; e.g., M J J = May, June, July





## DEFINITIONS AND ABBREVIATIONS

Throughout this document, and in discussions with colleges about their reports, there are some terms that are used regularly. Their meaning is given here.

### AACL

Alberta Association of College Libraries

### AAE

Alberta Advanced Education

### CAUBO

Canadian Association of University Business Officers

### FT

Full-time.

### FTE

Full-time equivalent. The term is used in connection with either students or faculty. By itself, the term FTE refers to students, although FTE Students is usually used. FTE Teaching or FTE Staff are also used.

### FTE Student

The Accreditation Board uses the definition applied by AAE (see pages 6 and 7).

### FTE Staff/FTE Teaching

The full time equivalent is based on whatever is normal for staff in your college. In the case of FTE Teaching, it is those who carry a normal workload for at least eight months of the reporting period. Teaching staff are those who are responsible for assigning some portion of a student's grade.

### ILLO

Inter-Library Loan.

### PCAB

Private Colleges Accreditation Board

### PT

Part-time.

### Teaching Staff

Teaching staff are those who are responsible for assigning some portion of a student's grade.

### Weekly Contact Hours (WCH)

A weekly contact hour is a unit of measure which represents the time spent by teaching staff instructing courses each week for a given term.

WCH = the number of approved hours of instruction per week of a section of a course

### Weekly Student Hour (WSH)

The weekly student hour is a unit of measure which represents instruction given to students during each week for a given term.

WSH = the number of approved hours of instruction per week of a section of a course

x

the number of students registered in the section.



PART ONE  
NARRATIVE





## INSTRUCTIONS FOR WRITING THE NARRATIVE

Each accredited college is to prepare a very brief (approximately 2 pages) statement that outlines each of the following, noting in particular any change the college has made during the past year. It would be appreciated if the items could be dealt with in this order:

Mission Statement

Programs:

- accredited
- transfer
- other

Student Retention in Accredited Programs

Physical Facilities

Major Accomplishments

Emerging Trends or Concerns

Plans for the Future

Academic Organization Chart

The request for "Student Retention in Accredited Programs" is new. The Board is interested in knowing how successful your college is in keeping students from year to year until they finish their programs. Perhaps you would be able to indicate whether more students are staying until completion of their program compared with previous years. The information you provide might be impressionistic; or it might be statistical.

With respect to "Plans for the Future", it is acknowledged that private colleges may consider much of its program planning information to be proprietary in nature and not for distribution. So far as possible within this constraint, colleges are requested to provide a statement of general objectives for the next five years identifying any significant changes in the nature of programs and services offered. (In preparing this statement, a college may find it helpful to refer to the categories used in the **Institutional Self-Study** of the Accreditation Handbook).

An organization chart should be included, which shows the academic divisions of the College. For example, the Chairman of the Department of Psychology reports to the Dean of Arts, who reports to the Vice-President or President.





PART TWO

STATISTICAL REPORT



## STUDENTS

### INSTRUCTIONS FOR TABLES 1 AND 2

The Degree Programs, Duration of Programs and Major Fields of study given in these sample forms are by way of illustration only.

The tables used in this annual report to the PCAB are based on similar tables required by AAE. It will be possible to complete the PCAB's tables by referring to the work already done for AAE.

#### Enrolments - Table 1

- The Concentrations and Majors listed are samples only.
- No Concentration or Major Declared - Within each degree program, especially in the first year or two of the program, there may be students who have not decided on their program of study. These students are to be shown as "no major declared".
- No Program Declared - Students who have not yet chosen a program of study should be classified as "No program declared".
- Other Programs - The institution is asked to list the number of enrolments in other credit programs, as well as in programs accredited by the PCAB.
- University Transfer Programs - In some colleges, there may be a substantial number of university transfer programs. If this number exceeds twenty percent (20%) of the total student enrolment reported, then detailed program information comparable to that provided for accredited programs should be reported.
- Calculation of FTEs - Colleges will use the same calculations to determine FTEs for this report as they use for AAE reports. In order to ensure consistency, AAE has modified some of the definitions to be used by private colleges. The definition varies according to whether the program being reported is a University Transfer or a University Degree program. The following now applies:

#### University Transfer

Colleges will use the same method they have used in the past. Namely: A student taking four or more courses is considered a full-time student, and one student = 1 FTE. A student taking three or fewer courses is considered a part-time student. To calculate FTEs for part-time students, total the number of **courses** divided by 5 for each student. A student taking one course would count as 1/5 FTE; a student taking three courses would count as 3/5 FTE; together they would count as 4/5 FTE. This formula assumes a full load is five courses.





These FTE calculations are made for the Fall, Winter, Spring, and Summer terms. The annual FTE enrolment is the total of the Fall, Winter, Spring and Summer FTE divided by 2.

#### University Degree Programs

The method used is the one colleges started using in the 1987-1988 reporting year. The method of reporting ensures that colleges' data are comparable to that reported by the universities.

A student taking three or more courses in the Fall is considered a full-time student, and one student = 1 FTE. A student taking one or two courses is considered a part-time student. To calculate FTEs for part-time students, total the number of students and divide by 4. One student taking one course would count as 1/4 FTE; three students would count as 3/4 FTE; together they would count as 1 FTE.

These FTE calculations are required for the Fall, Spring and Summer terms only. Winter enrolment reports are not part of the FTE calculation. Students attending the Spring and Summer terms are all taken to be part-time students. The annual FTE enrolment is the total of the Fall FTE, the Spring FTE, and the Summer FTE.

#### **A NOTE ON THE CALCULATIONS**

These methods of calculating FTEs can be confusing. A simpler method is incorporated in AAE's new Common Information System (CIS) that has already been adopted by the public colleges and technical institutes and that is being adopted by the universities. In the near future, private colleges will be invited to participate as well.

#### Formula for Calculating Full Time Equivalent

The formula for calculating full time equivalents (FTEs) over an entire year (annualized, as opposed to sessional) is as follows:

$$\begin{aligned}
 &+ \text{Degree (Fall FT)} \\
 &+ (\text{Summer} + \text{Fall} + \text{Spring PT})/4 \\
 &+ \text{University Transfer (Summer} + \text{Fall} + \text{Winter} + \text{Spring FT} \\
 &\quad \text{Headcount})/2 \\
 &+ (\text{PT Courses (Summer} + \text{Fall} + \text{Winter} + \text{Spring)})/5)/2
 \end{aligned}$$


---

= Full Time Equivalent



## Graduates - Table 2

This table is very similar to the "Convocation Report" already completed by colleges for AAE. Colleges are asked to complete Table 2 from the information provided in the Convocation Report. Note that if a college has two convocations in a year then this report will be a summary of the two Convocation Reports.

- The Concentrations and Majors listed are samples only.
- Degrees Awarded - List the title and major fields of study.
- Number of graduates - Give the number who received each degree in the last academic year.
- Other programs - In addition to programs accredited by the PCAB, the college is to list the number of graduates of any other program for which it keeps records of graduates.

Because the college is asked to list the number of graduates of other programs, as well as of accredited programs, it is not appropriate to simply provide the PCAB with a copy of the Convocation Reports provided to AAE. In asking colleges to report the number of graduates in "Other Programs", the PCAB is not asking colleges to report anything they do not already record. The number of graduates from a high school program, a college entrance program, a transfer program, and the like are to be reported if such students are considered to be graduates.





Institution: \_\_\_\_\_  
Period: May 1, 19\_\_ to April 30, 19\_\_

Table 1

## ANNUAL FTE ENROLMENT REPORT

Program, Duration of Program, and Major Field of Study						Total Current Reporting Period	Previous Reporting Period	
	1st Year	2nd Year	3rd Year	4th Year	Other			
	FT PT	FT PT	FT PT	FT PT		FT PT Total	FT PT Total*	
Bachelor of Arts, 3 years								
Drama								
English								
History								
Music								
Psychology								
Religious Studies								
Scandinavian Studies								
Sociology								
No Major Declared								
Total								
Bachelor of Arts, 4 years								
English								
History								
Music								
Psychology								
Religious Studies								
No Major Declared								
Total								
TOTAL ARTS								
Bachelor of Science, 3 years								
Biological Sciences								
Chemistry								
Computing Science								
Mathematics								
No Major Declared								
Total								
Bachelor of Science, 4 years								
Biological Sciences								
Psychology								
No Major Declared								
Total								
TOTAL SCIENCE								
No Program Declared								
TOTAL IN PCAB-APPROVED PROGRAMS								
Other University-level programs								
University Transfer								
Other								
TOTAL UNIVERSITY LEVEL PROGRAMS								
Other Programs								
College Entrance								
High School								
Other								

\* FT = Full Time      PT = Part Time  
NOTE: All figures are expressed as FTEs



Institution: \_\_\_\_\_  
 Period: Sept. 1, 19\_\_ to Aug. 31, 19\_\_

Table 2

## GRADUATES, BY PROGRAM

Program, Duration of Program, and Major Field of Study	Male	Female	Total	
			Current Reporting Period	Previous Reporting Period
Bachelor of Arts, 3 years				
Drama				
English				
History				
Music				
Psychology				
Religious Studies				
Scandinavian Studies				
Sociology				
Total				
Bachelor of Arts, 4 years				
English				
History				
Music				
Psychology				
Religious Studies				
Total				
TOTAL ARTS				
Bachelor of Science, 3 years				
Biological Sciences				
Chemistry				
Computing Science				
Mathematics				
Total				
Bachelor of Science, 4 years				
Biological Sciences				
Psychology				
Total				
TOTAL SCIENCE				
TOTAL IN PCAB-APPROVED PROGRAMS				
Other University-Level Programs				
TOTAL IN UNIVERSITY-LEVEL PROGRAMS				
Other Programs				
College Entrance				
High School				
Other				





## **FINANCIAL DATA**

### **INSTRUCTIONS FOR TABLES 3 THROUGH 5**

The financial information reported is to be taken from **audited** financial statements only. If this is not possible for some reason, please discuss your situation with the PCAB Secretariat or Chairman.

#### **Statement of Operational Revenue & Expenditures - Table 3**

Definitions of the terms used in Table 3 are provided in CAUBO's "Financial Statistics of Universities and Colleges, Guidelines", available from the PCAB Secretariat. The table uses categories recommended by CAUBO. This organization has a long history in Canada and has for many years advocated the standardization of certain accounting practices among Canada's degree-granting institutions. To this end, they have commissioned studies and made recommendations to their member institutions. CAUBO has worked closely with Statistics Canada, so that the categories used by Statistics Canada correspond with those recommended by CAUBO.

CAUBO's work will be known to the accounting staff in Alberta's accredited colleges. If they are not familiar with CAUBO's standards, it will be in their interests to obtain the Association's materials and to work towards following the procedures recommended by CAUBO.

In the preparation of Table 3, colleges should provide sufficient detail so that "Administration and General" and "Miscellaneous" can be understood, particularly if a large portion of expenditures are reported in these categories.

In the preparation of the report, follow the CAUBO guidelines with respect to the costs of ancillary services. Note: these guidelines specify that expenditures for Residence/and Bookstore are to be reported under Ancillary Enterprises.

#### **Balance Sheet & Notes - Table 5**

This balance sheet can be taken directly from your College's audited financial statements and left in the form used in those statements. As such, it might be called a "Statement of Financial Position" or something similar. In any case, it should clearly show Assets and Liabilities for the current year relative to the previous year(s).

Any accompanying notes should also be provided.



Institution: \_\_\_\_\_  
 Period: \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_

Table 3

STATEMENT OF OPERATIONAL REVENUE & EXPENDITURES  
 (as of fiscal year-end)

	Current Reporting Period	Previous Reporting Period
<b>Revenue</b>		
1. Total Government Grants/Contracts		
2. Alberta Advanced Education		
3. Alberta Education		
4. Other Government		
5. Tuition and Related Fees		
6. Bequests, Donations and Non-Government Grants		
7. Sales of Services and Products		
8. Investment Income		
9. Miscellaneous		
10. Interfund Transfer		
11. Total Revenue		
<b>Expenditures</b>		
12. Instruction & Non- Sponsored Research		
13. Total Library		
14. Book Acquisitions		
15. Periodical Acquisitions		
16. Other Acquisitions		
17. Personnel		
18. Other		
19. Computing		
20. Administration & General		
21. Physical Plant		
22. Student Services		
23. Miscellaneous		
24. Sub-total, General Educational Expenditures		
25. Non-credit Instruction		
26. Ancillary Enterprises		
27. Total Expenditures		
28. NET REVENUE/EXPENDITURES		





Institution: \_\_\_\_\_  
 Period: \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_

Table 4

## FIVE-YEAR HISTORY OF OPERATIONS &amp; CAPITAL

**OPERATIONS**

	Total Revenue	Total Expenditures	Net
1985			
1986			
1987			
1988			
1989			

**CAPITAL - Completed Projects**

	Total Revenue	Total Expenditures	Net
1985			
1986			
1987			
1988			
1989			

**CAPITAL - Incomplete Projects**

	Total Revenue	Total Expenditures	Net
1985			
1986			
1987			
1988			
1989			



Institution: \_\_\_\_\_  
Period: \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_

Table 5

BALANCE SHEET & NOTES



## LEARNING RESOURCE CENTRE

### INSTRUCTIONS FOR TABLE 6

Statistics Canada definitions for reporting library holdings are used to complete Table 6. These definitions are also used by Canadian Association of Research Libraries (CARL) and Alberta Association of College Librarians (AACL). Note the following:

Volume - A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed word contained in one binding or portfolio, hardbound or paperbound, which has been catalogued, classified, and/or made ready for use. Include bound periodicals, newspapers, government documents, technical reports. Count incomplete volumes of serials, newspapers and periodicals as if completed.

Micromaterials - Convert micromaterials to volume-equivalents on the following basis:

- Each reel of microfilm counts as one volume.
- Each ultrafiche counts as one volume.
- Total number of microcard, microfiche or microprint is divided by 1.4 to obtain volume count (e.g., 14,000 microfiche items become 10,000 volume-equivalents).

Non-print materials - Exclude micromaterials. With respect to audiovisual materials, count all materials for which the library has responsibility, even if they are regularly housed or used outside the library. In the case of two or more different types of audiovisual media meant to be used together, do not count each physical item separately. Instead, count all items meant to be used in conjunction as a single unit. Non-print materials include:

Graphic materials (no. of units)  
Audio materials (no. of titles)  
Films (no. of titles)  
Video materials (no. of titles)  
Machine readable materials  
Maps (no. of units)  
Other library materials (no. of titles)

Current periodical titles and newspapers - Serial monographs are excluded. Periodicals, newspapers and serial monographs are included in print materials.

#### Music resources:

- Audio materials - Includes LP's, cassettes, CD's
- Included in Non-print materials.

Scores - Included in print materials.





Ratios - In the calculation of ratios (Volumes per FTE student, Current periodical titles and newspapers per FTE student, and FTE students per library staff) all students who use the library facility are to be included, including High School students.

FTE - FTEs used must agree with those used elsewhere in the report, except that Pre-university FTEs are counted as .5. Specifically, the FTE figure used should be the "Total University-Level Programs" figure reported on Table 1, plus one half of the "Other Programs" figure reported on the same table.

Free-unsolicited materials - Libraries sometimes receive many free and unsolicited periodicals. Note that value for the library collection, rather than cost of the subscription should be the criterion for counting serials. Only periodicals which the library deems to be of sufficient merit to the collection to be retained and catalogued should be counted. Many free and unsolicited periodicals are not retained in the regular collection, and thus are not catalogued. These should not be included.



Institution: \_\_\_\_\_  
 Period: \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_

Table 6

## LEARNING RESOURCE CENTRE

	Current Reporting Period	Previous Reporting Period
<b>COLLECTION</b>		
Holdings		
Volumes of print materials	_____	_____
Micromaterials in volume conversion	_____	_____
Total volumes	_____	_____
Non-print materials (titles) (excluding micromaterials)	_____	_____
Current periodical titles and newspapers	_____	_____
Music resources - Audio materials	_____	_____
- Scores	_____	_____
Volumes of print materials per FTE student	_____	_____
Analysis		
Total volumes per FTE student	_____	_____
Current periodical titles per FTE	_____	_____
<b>LIBRARY TRANSACTIONS/ACTIVITIES</b>		
Direct circulations	_____	_____
ILLO items borrowed	_____	_____
ILLO items lent	_____	_____
Online searches completed	_____	_____
Total reference transactions (if available)	_____	_____
Catalogued titles - added	_____	_____
- deleted	_____	_____
- Net titles added	_____	_____
Gate count (if available)	_____	_____
<b>FACILITIES</b>		
Number of seats	_____	_____
Hours open per week	_____	_____
<b>EXPENDITURES AND RATIOS</b>		
Total library expenditures (Table 3, line 13)	_____	_____
Library materials expenditures (Table 3, lines 14, 15, & 16)	_____	_____
Library periodicals expenditures (Table 3, line 15)	_____	_____
Total library expenditures as a percentage of institution's total General Educational Expenditures (Table 3, Line 13/Line 24)	_____	_____
Periodicals expenditures as a percentage of library materials expenditures	_____	_____
FTE students per library staff	_____	_____
FTE students calculation used (University-level FTE plus one-half pre-university-level FTE)	_____	_____





## STAFF

### INSTRUCTIONS FOR TABLES 7 AND 8

#### Table 7:

All staff employed by the college are to be reported, including student assistants.

- Full/Part-Time - Full-time staff are those who carried a normal workload for at least eight months of the reporting period.
  - in the case of Full-time staff, count positions
  - in the case of Part-time staff, count heads
- Permanent/Temporary - Permanent staff are those recruited for positions designated as permanent or for an indefinite term.
- Non-academic teaching staff - This would include those who teach or demonstrate in laboratories but who have no faculty status.
- Other Academic Staff - This would include those with academic rank who don't teach; the President and Vice-President are examples.

It is not necessary to include people who are paid an honorarium only.



**Table 8:**

- One of these forms is to be completed for each member of staff who held a teaching position in an accredited program in the previous year, whether that person taught full-time or part-time. Do not include full-time administrators unless they taught in the reporting year. Music Conservatory instructors who teach courses which are part of an accredited program are to be included.
- Staff on study or other leave are to be included.
- Note that the period of time covered is different from that covered by Statistics Canada. Statistics Canada "takes a snapshot" by asking for a report on all academic staff teaching on October 15. The PCAB requires a report on all staff who have taught in a 12-month period.
- Degrees held - Degrees are to be listed in chronological order by date received.
- Duties that reduce teaching load refers to any responsibilities carried by the staff member that might reduce teaching load. For example, an administrative position such as the direction of a Department or division, a position coaching an athletic team, or Leave would all be included. Please describe the activity or name the position held (e.g. Dean of Academic Affairs, Director of Continuing Education).
- If the person is on leave, please indicate.
- Rank refers to current professorial rank (full professor, associate professor, assistant professor, lecturer).
- Type of Appointment - The following categories should be used:
  - Tenured or equivalent
  - Leading to tenure, probationary
  - Other continuing staff, i.e. staff neither on tenure stream nor on definite/fixed term contract.
  - Annual, sessional or other definite/fixed term contract
  - Visiting staff, i.e., staff with a permanent affiliation to another university or organization.
- Status - Full-time or Part-time. Full-time staff are those who carried a normal workload for at least eight (8) months of the reporting period.
- FTE - the Full Time Equivalent is based on whatever is normal for this faculty member's discipline in your College.



- Courses taught - Indicate all courses which are being taught by this member of academic staff, including those which are being taught in programs which have not been accredited by the PCAB. Please indicate with an asterisk those that are not in an accredited program. Private music lessons present a special situation; note the following guideline: Instruction in each musical instrument is to be treated as a separate course. Each meeting with one (or more) student(s) is to be treated as one section of that course. This example might help to clarify how to complete the last section of Table 8:

Courses Taught	Weekly Contact Hours	Number of Students
<u>Fall</u>		
Piano - private lessons	1	2
Piano - private lessons	1	1
Piano - private lessons	1	3
Organ - private lessons	1	1
Organ - private lessons	1	1
Organ - private lessons	1	1
<u>Winter</u>		
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1

A course which has both a lecture and laboratory or seminar component should show each component separately. In this case, teaching responsibilities are to be listed in detail so that when the Weekly Student Hours are calculated they will accurately reflect what happened. Taking an example from Chemistry, we have these two options (the first is the one to use):

Courses Taught	Weekly Contact Hours	Number of Students	Weekly Student Hours
<u>Correct</u> (Lecture and Lab listed separately)			
Chemistry 200			
Lecture	3	x 36 =	108
Lab	3	x 18 =	54
Lab	3	x 18 =	54
Total weekly Student Hours			216

<u>Incorrect</u> (Lecture and Lab shown as one)			
Chemistry 200	9	x 36 =	324





Institution: \_\_\_\_\_  
 Period: May 1, 19\_\_ to April 30, 19\_\_

Table 7

## STAFF

	Current Reporting Period	Previous Reporting Period
<b>Full-Time</b>		
- Teaching Staff		
Permanent Faculty		
Temporary Faculty		
Non-Academic Staff		
Total in Faculties		
- Library Staff		
Professional Librarians		
Other Staff		
Total in Libraries		
- Other Staff		
Academic Staff		
Non-Academic Staff		
Total in Other Departments		
Total Full-time Staff		
Full-time staff on leave (included in above)		
<b>Part-time</b>		
- Teaching Staff		
Permanent Faculty		
Temporary Faculty		
Non-Academic Staff		
Student Assistants		
Total in Faculties		
- Library Staff		
Professional Librarians		
Other Staff		
Student Assistants		
Total in Libraries		
- Other Staff		
Academic Staff		
Non-Academic Staff		
Student Assistants		
Total in Other Departments		
Total Part-time Staff		
Part-time staff on leave (included in above)		
Total Staff Employed by the College		



Institution: \_\_\_\_\_  
 Period: May 1, 19\_\_ to April 30, 19\_\_

Table 8

## TEACHING STAFF

NAME of Staff Member \_\_\_\_\_

Term(s) Taught: Spring ( ) Summer ( ) Fall ( ) Winter ( ) None ( )

Year of first appointment to Institution \_\_\_\_\_

Degrees Held

## First Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

## Second Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

## Third Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

## Fourth Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

## Fifth Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

## Sixth Degree

Year obtained \_\_\_\_\_

Name of Degree & Specialization \_\_\_\_\_

Institution - Name & Country \_\_\_\_\_

Duties that reduce teaching load \_\_\_\_\_

Rank \_\_\_\_\_

Type of Appointment:

( ) Tenured or Equivalent ( ) Leading to Tenure, Probationary

( ) Other Continuing Staff

( ) Annual, Sessional or other Definite Term Contract

( ) Visiting Staff

Status: Full-time ( )

Part-time ( )

FTE teaching: \_\_\_\_\_

Faculty/Division and Department to which Assigned \_\_\_\_\_

<u>Term</u>	<u>Courses Taught</u>	<u>Weekly Contact Hours</u>	<u>Number of Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\* Not part of a PCAB accredited program.





## INSTRUCTIONS FOR TABLES 9 TO 12

### Tables 9 to 12

- The tables in this section are to be completed using the data provided by colleges on each member of their academic staff. Colleges will provide that information using Table 8, which is based on the format required by Statistics Canada for submitting information to their "University Full-Time Teaching Staff System".
- The college may complete the tables or leave them for the PCAB Secretariat to compile the data.
- Include only those members of staff who held teaching positions in an accredited program in the previous year. Particular note needs to be made of the following:

Librarian - Your librarian may be considered a member of faculty, may hold faculty rank, and may be given all of the privileges of a member of faculty. However, unless the librarian actually teaches a course which is part of an accredited program, the librarian is not to be included.

Music Instructors - If they teach a course which is part of an accredited program, they are to be included. This applies even if the instructor teaches one-on-one, as is the case with private lessons.

### Table 9

#### Discipline & Name of Academic Staff

- List the academic staff in alphabetical order under the name of their department. Each department, in turn, is listed in alphabetical order under the division in which that department is placed following the academic organization chart you will submit with this annual report. (If your college does not use department as a component within a division, please use the appropriate terminology to fit your organization structure.)

#### Type of Appointment

- Use the categories used for Table 8: Tenured or Equivalent, Leading to Tenure or Probationary, Other Continuing, Contract, Visiting.

#### Status

- Full-time (FT) or Part-time (PT)

#### Qualifications

- Give only the highest degree, unless there is some situation in which a more complete listing would be useful. For example, a person teaching Accounting whose qualifications are a C.A. and a B.Ed.



**Table 10****Number of Different Courses**

- This is thought of as the number of different preparations. There are a number of situations which complicate this count.

Sections - Two sections are counted as one course.

Labs - A Lecture and a Lab are counted as one course.

Private Music Lessons - Each instrument is to be treated as a separate course. Each meeting with one (or more) student(s) is to be treated as one section of that course.

Courses in Programs not Accredited by the PCAB - For example, if French 200 happens to be in a program not accredited by the PCAB, that course would still be counted as one course. The reason is that the PCAB is interested in the total teaching load of the faculty member.

**Examples**

An instructor might teach just two different courses all year: French 100 and French 200. French 100 might have two different sections, each with a lab. A music instructor might meet only with individual students, or sometimes with two or three students. For such instructors, the information on the next page might appear at the bottom of Table 8:



Courses Taught	Weekly Contact Hours	Number of Students
French Instructor		
<u>Fall</u>		
French 100A Lecture	3	50
French 100A Lab	3	25
French 100A Lab	3	25
French 100B Lecture	3	20
French 100B Lab	3	20
French 200A	3	10
<u>Winter</u>		
French 100A Lecture	3	25
French 100A Lab	3	25
French 100B Lecture	3	20
French 100B Lab	3	20
French 200B	3	15
Music Instructor		
<u>Fall</u>		
Piano - private lessons	1	2
Piano - private lessons	1	1
Piano - private lessons	1	3
Organ - private lessons	1	1
Organ - private lessons	1	1
Organ - private lessons	1	1
<u>Winter</u>		
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1
Piano - private lessons	1	1

Table 10 would be completed as follows for these faculty members:

Name, by Type of Appointment	Number of Different Courses		Weekly Student Hours		Weekly Contact Hours	
	F	W	F	W	F	W
<u>French</u>						
Fictitious faculty	2	2	450	315	18	15
<u>Music</u>						
Fictitious faculty	2	1	9	6	6	6





Institution: \_\_\_\_\_  
 Period: May 1, 19\_\_ to April 30, 19\_\_

Table 9

**TEACHING STAFF**  
**BY STATUS, QUALIFICATIONS, AND DISCIPLINE**

Discipline & Name of Teaching Staff	Type of Appointment	Status	Qualifications
----------------------------------------------	------------------------	--------	----------------

**Fine Arts**

Drama  
 Names of faculty  
 Music  
 etc..

**Humanities**

English  
 French  
 German  
 Philosophy  
 Religious Studies  
 Scandinavian Studies

**Natural Sciences**

Biology  
 Chemistry  
 Computing Science

**Social Sciences**

Economics  
 Geography  
 History  
 Political Science  
 Psychology  
 Sociology

**Physical Education**

Movement Education



Institution: \_\_\_\_\_  
 Period: May 1, 19\_\_ to April 30, 19\_\_

Table 10

TEACHING STAFF  
 BY NUMBER OF COURSES,  
 WEEKLY STUDENT HOURS, AND WEEKLY CONTACT HOURS

Name, by Type of Appointment	Number of Different Courses		Weekly Student Hours		Weekly Contact Hours	
	F	W	F	W	F	W
<b>Tenured or Equivalent</b>						
<u>Full-time</u>						
Teaching only						
Average						
With non-teaching responsibilities						
<u>Part-time</u>						
<b>Leading to Tenure, Probationary</b>						
<u>Full-time</u>						
Teaching only						
Average						
With non-teaching responsibilities						
<u>Part-time</u>						
<b>Other Continuing</b>						
<b>Annual, Sessional or definite term contract</b>						
<u>Full-time</u>						
Average						
<u>Part-time</u>						
<b>Visiting</b>						



Institution: \_\_\_\_\_  
 Period: May 1, 19\_\_ to April 30\_\_

Table 11

NUMBER AND PERCENTAGE OF TEACHING STAFF  
 BY HIGHEST DEGREE

Level of Training	Continuing*		Other**	
	N	%	N	%
Current Year				
Doctorate				
Masters				
Bachelors				
Other				
TOTAL				
Previous Year				
Doctorate				
Masters				
Bachelors				
Other				
TOTAL				

\* Continuing includes "Tenured or equivalent", "Leading to tenure, probationary" and "Other continuing staff".

\*\* Other includes those on "Annual, sessional or other definite term contract" and "Visiting staff".





Table 12

NUMBER AND PERCENTAGE OF TEACHING STAFF AND  
FTE TEACHING BY TYPE OF APPOINTMENT

Type of Appointment	Number of Staff	Number of FTE	
		<u>Teaching</u> N	<u>Staff</u> %
<b>Tenured or Equivalent</b>			
<u>Full-time</u>			
Teaching only			
With non-teaching responsibilities			
On leave			
<u>Part-time</u>			
<b>Leading to Tenure, Probationary</b>			
<u>Full-time</u>			
Teaching only			
With non-teaching responsibilities			
On leave			
<u>Part-time</u>			
<b>Other Continuing</b>			
<b>Annual, Sessional or definite term contract</b>			
<u>Full-time</u>			
<u>Part-time</u>			
<b>Visiting</b>			
<b>TOTAL</b>			



TO BE PREPARED BY  
ACCREDITATION BOARD STAFF

The tables presented in this section will be prepared by the PCAB Secretariat from the materials submitted by the colleges. They are intended to present certain key data in a way that will make it easy for the PCAB to make comparisons of each college with its own past and with other private colleges.

The data to be included in these tables are presented here for your information.



Table 13  
PERCENTAGE OF TEACHING STAFF  
BY HIGHEST DEGREE

Level of Training	Camrose Lutheran University College	Concordia College	The King's College
CONTINUING STAFF*			
Doctorate			
Masters			
Bachelors			
Other			
TOTAL	100	100	100
Number of teaching staff			
OTHER STAFF**			
Doctorate			
Masters			
Bachelors			
Other			
TOTAL	100	100	100
Number of teaching staff			
TOTAL STAFF			
Doctorate			
Masters			
Bachelors			
Other			
TOTAL	100	100	100
Number of teaching staff			

\* Continuing includes "Tenured or equivalent", "Leading to tenure, probationary" and "Other continuing staff".

\*\* Other includes those on "Annual, sessional or other definite term contract" and "Visiting staff".





Table 14  
PERCENTAGE OF FTE TEACHING STAFF  
BY TYPE OF APPOINTMENT

Type of Appointment	Camrose Lutheran University College	Concordia College	The King's College
<b>Tenured or Equivalent</b>			
<u>Full-time</u>			
Teaching only			
With non-teaching responsibilities			
On Leave			
<u>Part-time</u>			
<b>Leading to Tenure, Probationary</b>			
<u>Full-time</u>			
Teaching only			
With non-teaching responsibilities			
On Leave			
<u>Part-time</u>			
<b>Other Continuing</b>			
<b>Annual, Sessional or definite term contract</b>			
<u>Full-time</u>			
<u>Part-time</u>			
<b>Visiting</b>			
<b>TOTAL</b>	100	100	100
Number of FTE teaching			



Table 15

BASIC INDICATORS  
FOR THREE YEARS

Level of Training	Camrose Lutheran University College	Concordia College	The King's College
<b>STUDENTS</b>			
FTE students			
- in PCAB-approved programs			
- in all university-level programs			
Number of graduates			
<b>STAFF</b>			
Teaching staff			
Number			
FTE			
Ratio of University-level students/number of teaching staff			
University-level students /FTE teaching staff			
<b>FINANCIAL DATA</b>			
Operating Surplus (Deficit)			
Operating Surplus (Deficit) as a percentage of operating expenditures			
Operating expenditures per FTE University-level student			
Percentage of revenue			
- from tuition			
- from Advanced Education			
- from bequests, donations and non-government grants			
<b>LIBRARY</b>			
Number of volumes			
- Print materials			
- All materials			
Number of Volumes of print materials per student			
Percentage of the library budget devoted to acquisitions			
Library expenditures per university-level student			
Library expenditures as a percentage of general education expenditures			







